EDUC 635

*Diagnostic Procedures for Teaching Literacy*

**Instructor**:

Name

Phone number/s

Email: (please use for all course communication)

Emergency email: home

Technical Support for the Blackboard (886-523-9982) and GWU Help Desks (704-406-4647.

**Texts**

* *Pearson Custom Education: Diagnostic Assessment Procedures for Teaching Literacy*. (2011) Boston, Massachusetts; Pearson Learning Solutions*.*
* Owcki, Gretchen. (2010). *The RTI Daily Planning Book, K-6: Tools and Strategies for Collecting and Assessing Reading Data & Targeted Follow-Up Instruction*, Portsmouth, NH; Heinemann. (*recommended, not required*)
* *Rethink, Rebuild, Rebound, A Framework for Shared Responsibility and Accountability in Education, ISBN 10: 1-256-32560 – 0*
* *A Short Guide to Action Research, 4th edition, ISBN – 13: 978-0-205-50931-7*
* Cited articles, books, on-line resources

**Course Description**

*EDUC 635: Diagnostic Assessment Procedures for Teaching Literacy***-** An advanced study of children’s literature exploring the continuum from emergent to literate to independent reading within an integrated system. Emphasis will be placed upon strategies designed to enhance reading instruction across the curriculum through literature.

Effective leaders are key to effective schools. Applying the theories and research of measurement and assessment will help candidates to collect, analyze and interpret data, apply them in the classroom and use them to develop as teacher leaders of 21st Century schools that produce 21st Century Learners.

Action research (Capstone Project) is required to complete completion of the Master of Elementary Education degree. This course will provide the final seminar for the completion and presentation of that action research project.

This hybrid class will provide 6 semester hours of credit when completed. The course consists of 4 hours of face-to-face time each week and there is an additional part of the class that is on line (a minimum of 2 hours). All students are expected to complete all components for the weekly face-to-face and on line portions of the class for full credit.

**Attendance**

Class attendance is expected. Unavoidable absences should be discussed with the instructor. It is the student’s responsibility to obtain materials/notes for missed session. Be aware that the graduate catalogue states policy that students must attend 75% of scheduled classes.

**Academic Integrity**

Students have the responsibility to know and observe the requirements of the Code of Student Conduct. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

**Grading System**

A 95-100 = Excellent Work

A- 90-94 = Exceeds Expectations

B+ 85-89 = Good Solid Work

B 80-84 = Meets Expectations

B- 76-79 = Does Not Fully Meet Expectations

C 75-79 = Not Graduate Quality Work

F 74 and below = Unacceptable Work

**Evidence for *Analysis and Action Plan for Capstone Standards***

**1. Teacher Leadership**

Candidate:

* Demonstrates effective ongoing communication, collaboration, and teambuilding
* Facilitates mentoring and coaching with novice teachers
* Promotes educational initiatives that affect student learning
* Participates in professional learning communities

**2. Respectful Educational Environments**

Candidate:

* Facilitates the development of inviting, respectful, supportive, inclusive, and flexible educational communities
* Facilitates and models caring and respectful treatment of individuals within the learning community
* Creates collaborative partnerships with families, schools, and communities to promote a positive school culture
* Demonstrates knowledge and understanding of diverse world cultures and global issues
* Encourages high expectations from all students
* Collaboratively designs and implements curriculum and instruction that is responsive to learner differences

**3. Content and Curriculum Expertise**

* Demonstrates in depth knowledge of curriculum, instruction, and assessment
* Models the integration of 21st century content and skills into educational practices
* Develops relevant, rigorous curriculum

4. **Student Learning**

* Seeks out and uses existing research to inform school practices
* Designs action research to investigate and improve students learning and school policies and practices
* Models technology integration that supports student learning
* Critically analyzes student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

**5. Reflection**

* Promotes an educational culture that values reflective practice.
* Models the development of meaningful professional goals
* Models personal and professional reflection to extend student learning and school improvement

**6. Academic success of students**.

**Assignments** **% of Final Grade**

On Line Posts (Discussions/Peer Responses) 20

Capstone Reflections Journal 20

Literacy Development & Assessment Toolkit 20

Literacy Project Presentation 20

Action Research (Due on Task Stream by Mar. 29, 2012) 20 (Chapters 1 – 5, Reflections & Presentation)

**Assignment Details**

1. **On-line Posts in Discussion Board:** Will be used for students to post responses to cited resources. (**20%)**

* Post **five** original informed opinions to the cited resources posted for the Discussion Board. Each opinion should be 2 – 3 pages in length and demonstrate a thorough examination and understanding of the cited resource. Opinions should be well-supported using information from the resource, previous course content, and/or anecdotal expertise.
* Post **at** **least five** responses to posts by other students in BlackBoard.

1. **Capstone Journal Reflections:** Each week, students will post a reflection from their journal for review by classmates. Teacher leaders will keep a reflective journal as they read about and discuss various educational issues and topics in the course, especially in relation to the NC Teaching Standards listed earlier in the syllabus. Integration of NC Teaching Standards into the capstone project is a requirement for graduation. Student reflections must align with the standards. Selections from these journals will be periodically requested as part of a weekly fast-write. Ten (10) of your best reflections will be reviewed and submitted to Task Stream as part of your final portfolio. (**20%)**
2. **Literacy Assessment & Development Toolkit** (**20%)** Design a toolkit that contains a total of 20 activities, centers, assessments, lesson plans, etc. to address the Five Essential Components of Reading Instruction as indentified by the National Reading Panel. The toolbox will be shared in class with colleagues in a Toolkit Fair format. At least one product must come for each of the following categories:

* Teaching/Learning Cycle
* Concept of print
* Phonemic awareness
* Alphabetic Principle
* Phonics
* Fluency
* Oral Language Development
* Vocabulary Development
* Text Complexity
* Reading Comprehension – Oral Text
* Reading Comprehension – Narrative Text
* Reading Comprehension – Reader Focus

1. **Literacy Project Presentation:** Using 2-3 books selected from a Suggested Book List, students will pick an approved literacy topic for a project. The project cannot be a repeat of the Capstone. It can be a continuation and extension of the capstone for further study and research. The 20-minute presentation should best model the philosophy and instructional strategies gained from the book(s) and information studied in class during the course. It may take the form of an interactive presentation using Web 2.0 tools. It may be a hands-on demonstration using classmates as your students. It may be the development of and demonstration of a series of literacy centers. In previous courses, having discussed multiple intelligences, use as much creativity as you would like in conveying your information and pedagogy. (**20%**)

*Suggested Book List:* Students may pick from any of the following books for the Literacy Project. Students may also submit other titles for approval if desired.

*Spotlight on Comprehension* Linda Hoyt

*Continuum of Literacy Learning* Fontis & Pannell

*Building Background Knowledge Robert Marzano*

*Rigor is a Four Letter Word Barbara R. Blackburn*

*The Knowledge Deficit E. D. Hirsch*

*Reading to Learn Richard Allington*

*The Fluent Reader Timothy Rasinski*

More Titles to be added in class.

1. **Final Capstone Project and Presentation:** Chapter 5 of the Capstone will be completed and added to previous chapters for a completed 5 Chapter Capstone Action Research Project. Each student will schedule and provide an interactive presentation to the local school and/or LEA as appropriate. A final presentation will be shared in class at the end of the semester. Post your final capstone paper, power point of your presentation, ten selected reflections, and summary of peer evaluations on Task Stream a minimum of six weeks before graduation to give your professor time to read them. (**20%**)
2. **Final Reflections:** Choose ten reflections that align with NC Teaching Standards and your work on the capstone and place them in a single Word document and post them on Task Stream at least six weeks before graduation. (See Capstone Journal Reflections Above.)

**Evaluations:** Compile audience evaluations of the capstone presenta